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ABSTRACT

Chickering's model of student development is based on two assumptions: (1) the primary function of higher education is to encourage student development; and (2) the most effective programs provide opportunities for close and sustained relationships between students and faculty in which students are actively involved in planning and carrying out their own education through a mix of experiential learning and classroom activity. The model suggests that development involves students differentiating and integrating thought and behavior in seven vectors: achieving intellectual, social and physical competence; managing emotions; becoming autonomous; forming an identity; freeing interpersonal relationships; clarifying purpose; and developing integrity. For any student success plan to be successful, an institution should consider the following issues: (1) a commitment must be made to student success and the belief that the student is the primary reason for existence; (2) leadership must be provided for meaningful assessment and planning; (3) policies, programs, practices, and the college climate should be directed toward student outcomes; and (4) systems for evaluating student success must be implemented. A student development and success flow model must also incorporate development outside of the classroom since community college students devote as much as two-thirds of their time to outside activities. Finally, components of an integrated flow model must include measures of student access, retention, and achievement. (Includes a chart of a model success plan, a National Council of Instructional Administrators position statement on student development, and a student success assessment survey for faculty and staff.) (KP)

# Student Success and Development at Hutchinson Community College: Future Plans



Mary Coplen
Randy Meyers
Frank Wright



Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program.

**STUDENT SUCCESS AND DEVELOPMENT AT HUTCHINSON COMMUNITY COLLEGE:**

**FUTURE PLANS**

Introduction:

Today's community colleges strive to guarantee access, improve retention, and assure achievement. Although community colleges are not all the same, there are many common characteristics: open door admissions, diverse student bodies, multiple functions and programs, closeness to the community, and a strong sense of dedication to students' success. Changing demographic patterns such as decreasing numbers of eighteen-year-old students entering the college pool, the aging population, increasing proportions of students traditionally underrepresented, (women, minorities, and students with disabilities), and increasing numbers of part-time returning students, have resulted in tremendous diversity of student goals (A Statement of the League for Innovation in the Community College, 1987).

Student success has always been a dominant article of faith in the community college credo. Likewise, community college student services professionals have a long-standing commitment (Student Personnel Point of View, ACE, 1937) to the concept of the student success through development of the whole student, i.e., attending to individual differences, and working with students at the level of development where they enter the community college. When the community college considers the student as a whole -- intellectual capacity and achievement, emotional make-up, physical condition, social relationships, vocational aptitudes and skills, moral and religious values, economic resources, and esthetic appreciation --

then the institutional emphasis shifts from focusing upon intellectual training alone to that of student development as a whole person. Self-direction of the student is the goal of the student and is considered a process which is facilitated by student development specialists in both the academic and student services area. Students are perceived as collaborators with faculty, who add academic content to their learning and growing experiences.

One student development model posited by Chickering, addresses both the academic content and the student development process in program planning for students' success. This model that addresses life-cycle tasks and encourages development also strengthens the community colleges' capacity to integrate theory and practice, community and campus, curricula and extracurricular, career education and liberal education (Chickering, 1980). Thomas and Chickering (1984) made two assumptions concerning the appropriate role of higher education and the educational process: (1) that the primary function of higher education is to encourage student development; and (2) that the most effective programs occur in collegiate environments in which opportunities for close and sustained relationships exist between faculty and students and in which students should be actively involved in planning and carrying out their own education through a mix of experiential learning and classroom activity.

Overview of Chickering's Student Development Model

In order to facilitate student success, a student development theory and model must be shared among community college professionals, a model which brings theory into practice. Chickering's model of student development, through the use of

vectors, provides a way of conceptualizing student success and development in ways other than within a hierarchy or stage of development. The term vector connotes both direction and magnitude, with direction not necessarily linear but may be spiral. Vectors are not hierarchical in the sense of Perry, Loevinger, or Erikson. Vectors stimulate thinking in a logical progression, e.g., an individual must make progress in managing emotions and developing autonomy before beginning to establish identity. Interpersonal competence, the capacity for intimacy, the development of purpose, and the development of integrity cannot satisfactorily occur until progress has been made toward the development of identity (Chickering, 1974). Chickering posited that seven major areas are commonly found in relevant research and theory: competence, emotions, autonomy, identity, interpersonal relationships, purpose, and identity (Erwin & Delworth, 1980).

Chickering (1980) suggested that development involves the student in a process of differentiating and integrating thought and behavior in each of the seven vectors. Although Chickering's theory and research was conducted primarily on traditional college students ages 17 - 25, a similar model may be true for community college students. The first three vectors (developing competence, managing emotions, and developing autonomy) are frequently believed to be the developmental tasks "typical" of freshmen and sophomore students (or the 18-20 year old). Whereas many non-traditional community college student may typically be working on the last three vectors (freeing interpersonal relationships, clarifying purpose, and developing integrity), it is not uncommon for many non-traditional students to

also be working on the first three vectors, e.g., single parent women developing job skills in order to enter the work force.

The establishment of identity is the core developmental vector. Identity is defined as "that solid sense of self that assumes form as the developmental tasks for competence, emotions, and autonomy are undertaken with some success, and which, as it becomes more firm, provides a framework for interpersonal relationships, purpose, and integrity (Chickering, 1969, p. 80).

Chickering views competence as including three distinct abilities: (1) intellectual skills, (2) physical and manual skills, and (3) social and interpersonal skills. As community college students develop skills competence, a melding of the student services and the academic communities is experienced. A prerequisite for this however, is the creation of a supportive and challenging community college environment which place student development as the central community college value.

Student success may be viewed as an intentionally planned college-wide systematic process, not as a specific curriculum required in order to meet graduation or program completion requirements, nor as a series of programs and activities oriented toward crises which emerge as a result of problems. Once the students' strengths and areas of needed skill development have been assessed and identified, curricula and programs may be designed to fit the needs of the students.

Program Development Utilizing Chickering's Theory in Community Colleges

Utilizing Chickering's theory and Cross's model, community

colleges may integrate the academic and student services divisions in program panning. A few examples are listed below (Schuh, 1987):

**Vector I. Achieving Competence:**

1. **Intellectual competence:** academic programs and curricula, speakers forums, readings classes (e.g., readings in sociology), honors programs, developmental studies classes, internships, clinical experiences, study skills, note-taking, test-taking classes and/or seminars, tutoring and supplemental instruction, academic excellence competition team;
2. **Social competence:** orientation activities, leadership training, support groups for defined populations (e.g., returning women, minority students, students with disabilities), community volunteer programs, personal growth seminars and workshops, picnics, ice-cream socials or watermelon feeds;
3. **Physical competence:** physical skill building curricula (e.g., physical education curricula, vocational training programs requiring physical competence (building construction, welding, secretarial science, nursing), intramural sports, home mechanics workshops, wellness center activities, bicycling clubs, non-credit aerobic exercise classes, intercollegiate athletics.

**Vector II. Managing Emotions:** academic curricula (e.g., credit-hour courses in social sciences, nursing, business management) personal counseling and/or topical group counseling in areas such as conflict management, the art of negotiating, assertive training, stress management, depression, date rape, parenting,

leave-taking, anger, self-defeating behaviors, surviving the loss of a relationship, away from home alone.

**Vector III. Becoming Autonomous:** academic curricula (honors programs, developmental studies, leadership classes) residence hall training, student activities and/or community volunteer service, personal growth groups on topics such as co-dependency, personal finance, time management.

**Vector IV. Identity.** Interdisciplinary curriculum development, courses as philosophy, women's studies, minority studies, career exploration, major studies orientation classes; Counseling groups -- changing roles of women and men, human sexuality, AA group, overeaters anonymous, wellness center programs, search for meaning of life and spirituality.

**Vector V. Freeing Interpersonal Relationships:** Academic courses such as human relations, speech, marriage and family. Personal and group counseling in areas such as: "isms" workshops, communications within job settings, creativity, risk taking, behavioral goal setting, relationships with parents, divorce workshops, marriage and family communications workshops.

**Vector VI. Clarifying Purpose:** Career planning and placement programs, "What do I do with a major in mathematics?", experiential internships, cooperative learning experiences, life style choice, service clubs.

**Vector VII. Developing Integrity** Ethics and values clarification workshops, mentoring programs, role-modeling, morality seminars.

It is important to keep in mind that community college students

generally will be in one or more of these vectors at any given time, e.g., a 35 year old single parent mother living on welfare may be concerned about her family, academic success, emotional pressures of time, finances, and health issues, while asking such questions as "Who am I?" "Where am I going?" "Should I really be in the nursing degree program right now?"

In conclusion, community colleges are encouraged to facilitate lifelong learning to diverse student populations with unique needs. The community college students may be less autonomous and more authoritarian, have more practical orientation to college than students served in four-year colleges and universities. Therefore, it is important that professionals in academic affairs and student affairs be able to respond to questions such as: What are the students like at Hutchinson Community College? What skills and competencies should students who leave Hutchinson Community College take with them? What special needs do these students have? How do we, as an institution, plan to meet those needs?

It is necessary to keep in mind that all learning does not take place in the classroom. Students must take responsibility for their being involved in planning their educational experiences. The community college has the responsibility of assisting in student development through integrating and synthesizing total educational experiences.

Issues for a Successful Student Developent and Success Plan:

Learning is at the heart of student identity and success. The NAIA Statement (1993) suggested that successful students are successful learners who identify, commit to, and attain their education goals.

They acquire and demonstrate skills, knowledge, attitudes and self-direction needed to perform ethically and productively in society, to adapt to change, to appreciate diversity, and to make a reasoned commitment on issues of importance. This NAIA definition of student success requires, for its achievement, a precise awareness on the part of the community college to know who its students are, what the needs of those students are, and what steps to success need to be provided, and an institutional commitment to continually assess and improve those steps to success.

Issues For a Successful Student Success Plan:

For any student success plan to be successful, each institution should consider the following issues: (Floyd, 1988)

Issue 1. A commitment must be made to student success and the belief that the student is our primary reason for existence. Individual agendas, college mission statements, goals and objectives should reflect a commitment to student success. As positions are filled, college staff should be hired who have a proven commitment to student success.

Issue 2. Leadership must be provided for meaningful and effective assessment and planning activities to promote student success. The college should develop an integrated "student flow" model from recruitment, through assessment, intervention and beyond leaving or graduation.

Issue 3. Leadership must ensure that student success plans are implemented and that policies, programs, practices, activities, and the college climate are directed toward the implementation of student outcomes. College leaders should ensure that systems, such as advising, are implemented to foster a personalized environment for student goal attainment. Every student must "matter" to at least one individual college employee.

Issue 4. Systems for the evaluation of student success efforts must be established. If student success is best defined as student outcomes, then systems that report data on realization of student aspirations and competencies must be developed. This data must then be used in planning for future improvements in the system.

Integrated Student Development and Success Flow Model:

In reviewing the literature of the 1980s, there is very little information relating to relationships between instruction and student services (Baker, 1987). Since two-thirds of a college student's waking hours are devoted to activities other than attending class or studying, Kuh, Schuh, Witt & Associates (1991) Involving Colleges present strong arguments for successful approaches to foster student learning, success, and development outside the classroom. The integrated student development and success model presented in this position paper allows

for a systematic approach for instructional professionals and student services professionals to function together to achieve more complete and successful development of students.

Components of the Student Flow Model:

1. Student Access: Whether or not it is educationally sound, the practices of excellent community colleges reveal that recruitment efforts are closely related to the marketing efforts of the college. Articulation agreements with colleges and high schools, and shared space with business and other community agencies are indications that recruitment plans are becoming much more strategic in exceptional community college.

Automated admission systems, electronic transcripts, on-line graduation audits allow for rapid development and retrieval of information pertaining to students and their performance and progress. Not only do these systems for success provide the college with powerful matriculation processes, they also send an early signal that the college has made a serious commitment to the success of students.

Central to student monitoring is the Advisement and Academic Alert process. Every student deserves the right to have consistent and accurate information to make critical academic and

career decisions. The college must have a plan to ensure proper placement for both courses and programs for all students, but especially for "high risk" students.

2. Student Retention: Academic alert is the keystone to student management in that students are informed regarding their progress and student development personnel are notified of those needing assistance. Standards of Student Academic Progress is an integrated set of policies and procedures that communicate to all college personnel what is expected of students.

The academic advantage center will provide a wide spectrum of learning assistance to all students. These centers will provide tutoring services, computer-assisted instruction, and usually a writing and math center. These centers are available for all students, regardless of intellectual abilities.

Curriculum Integration: Whatever else colleges do, they must engage in reshapeing their educational programs to make them more effective in meeting both the needs of the student and society. Exceptional colleges have gone beyond this need to examine the relationships that exist between all components of the curriculum and to identify ways to ensure closer integration of developmental and college level courses.

3. Student Achievement: The final component in the Student Success Model is primarily concerned with indicators of student achievement. It is at this point in the model that the institution collects and analyzes data in an effort to measure the effectiveness of its efforts on student learning.

It is also the responsibility of the institution to use the results of its research in planning for continuous improvement.

To be fully effective and fair to students, all aspects of the model must be in place in order to create an environment where everyone--especially the students able to succeed through increased motivation and effort. All components of this model are designed to work together to achieve the goal of student success. If motivation is central to behavior, and purposeful behavior is central to success, we must be able to create an environment where the climate is perceived as supportive and is maintained over time to permanently and positively affect those who collaborate to make the student successful (Roueche, Roueche, and Baker, 1986).

Assessment and Student Success: The assessment of student achievement will be integrated into the Student Success Plan. A group of assessment measures will be assigned to each of the three components: a) access; b) retention; and c) achievement. With the exception of a general education assessment measure, all of the measures to assess student achievement are currently being administered. However, at the present time there is no comprehensive and consistent plan to use these

these various assessment options in measuring the achievement of students. The assessment measures to be used in connection with the success model are:

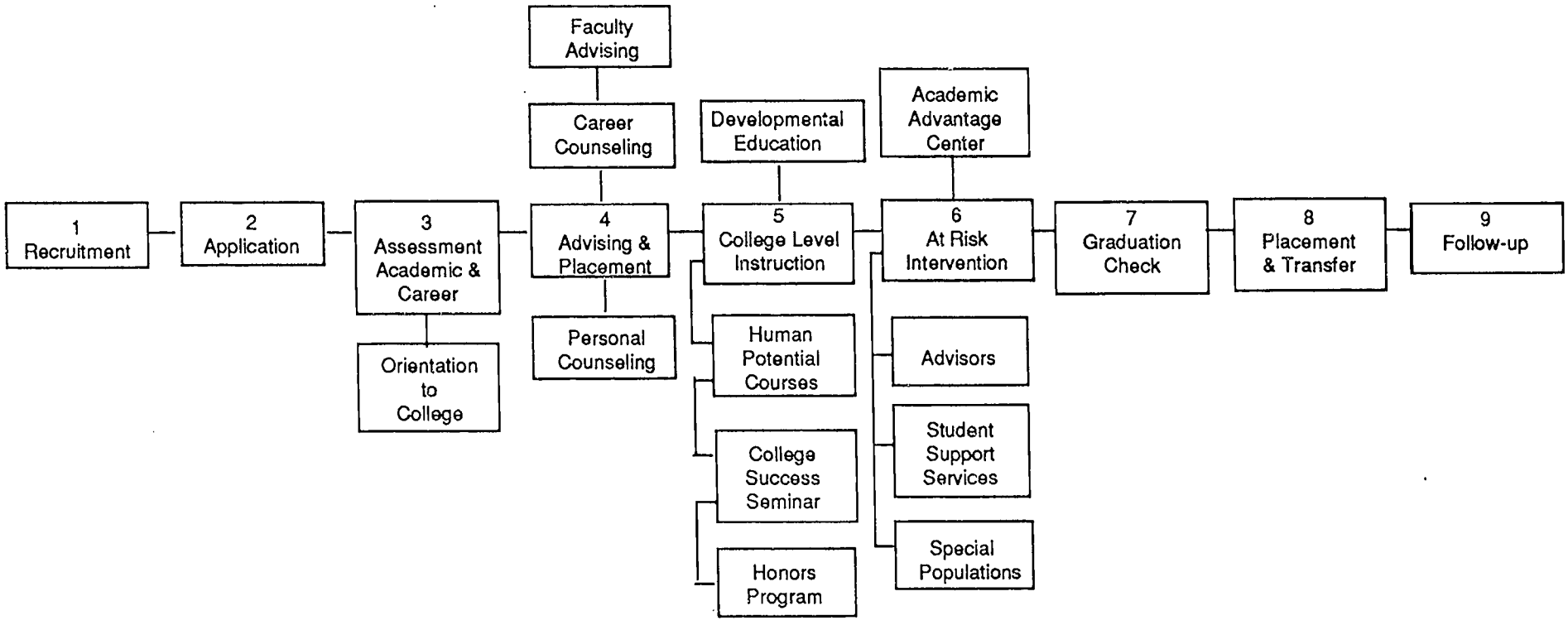
| Access | Retention | Achievement |
|---|---|---|
| 1. ACT/ASSET | 1. Program Review | 1. Graduation Rates |
| 2. Nelson Denny | 2. Withdrawal Rate | 2. Placement Rates |
| 3. SRSE | 3. Retention Rate | 3. Transfer Tracking |
| 4. Science (Toleto) | 4. Grade Analysis | 4. Student Satisfaction Survey |
| 5. Ed. Goal Survey | 5. At Risk Tracking | 5. Employer Follow-up |
| 6. Career Inventory | 6. Dev. Studies Analysis | 6. Graduate Follow-up |
| 7. Personality Tests | 7. Performance Measures and Standards | 7. State Vocational Reports |
| 8. Values Clarification | 9. Professional | 8. COMP |
| 9. Learning Styles | | |

Conclusion:

If student success is to become a dominant priority of the HCC vision, and if most of the necessary components for a student success model are currently being used, then it only makes good sense to frame these activities in a comprehensive and coherent plan. This plan was developed to provide an environment intentionally designed for maximizing students' chances for success and to meet the requirements for North Central accreditation.

# STUDENT SUCCESS MODEL

Stages | I. Access | II. Retention | III. Achievement




Assessment of Student Success Indicators

I.

1. ACT/ASSET
   English, Math, Reading
2. Nelson Denny
3. SRSE
4. Educational goal survey
5. Learning Styles

II.

1. Program review
2. Withdrawal rate survey
3. Retention studies
4. Grade analysis
5. At risk studies tracking
6. Developmental studies analysis and
7. Performance measures and standards vo-cational education

III.

1. Graduation rates
2. Placement rates
3. Transfer tracking systems
4. Student satisfaction survey
5. Employer follow-up
6. Graduate follow-up/alumni survey
7. Vocational survey
8. COMP (General Education Assessment)
9. Professional licensing exams
10. Final exam analysis

NATIONAL COUNCIL OF INSTRUCTIONAL ADMINISTRATORS

*Leadership ◆ Innovation ◆ Advocacy ◆ Development*

# Promoting Student Success in the Community College

## *An NCIA Position Statement*

### Foreword

"Promoting Student Success in the Community College," a position statement of the National Council of Instructional Administrators (NCIA), has been adopted as offical policy by the American Association of Community Colleges. This action occurred at the November 1991 meeting of the AACC Board of Directors.

The position statement followed extensive effort by NCIA to develop a document which would serve as a catalyst for colleges to assess, discuss, and improve their strategies for student success.

In December, 1990 the Council sponsored a workshop on "Student Success" Representatives attended from the National Council for Student Development, the National Council of Black American Affairs, the National Hispanic Council, the American Association of Women in Community and Junior Colleges, the Consortium for Institutional Effectiveness, and the NCIA Executive Board. Serving as facilitator of the workshop was Professor Thomas Angelo, Director of Faculty Development at California State University, Long Beach. The purpose of the workshop was to review and refine a draft policy statement on "Student Success" developed by NCIA's Director of National Issues, William Christopher, and other NCIA Board members. The draft had also received reactions from members of the Council.

The final, revised policy statement, resulting from the workshop, was prepared by NCIA President Jesse Jones. The statement includes a current definition of "student success" and suggested strategies for achieving that success.

The statement, given the charge from AACC and the mission of NCIA, has an instructional emphasis. It is recognized by NCIA that ensuring student success requires a unified effort across those campus constituencies which work with students in a variety of capacities.

### I. Student Success: A Definition

Student success has always been a dominant article of faith in the community college credo. Fundamental to that belief are strong commitments to student access, student retention, and student achievement. Today's community college strives to guarantee access, to improve retention, and to assure achievement. The ultimate aim is a quality collegiate education, one in which student success is closely linked with, dependent upon, and defined in terms of effective teaching resulting in meaningful learning.

"Student success" and the "successful student" may thus be defined as follows:

> Learning is at the heart of student success. Successful students are successful learners who identify, commit to, and attain their education goals. They acquire and demonstrate the skills, knowledge, attitudes and self-direction needed to perform ethically and productively in society, to adapt to change, to appreciate diversity, and to make a reasoned commitment on issues of importance.

This definition of student success requires, for its achievement, a precise awareness on the part of a college of exactly *who* its students are and *what* steps to success it needs to provide — and a willingness continually to assess and improve those steps.

### II. Student Success: Current Strategies

While each college must fashion its particular strategies to address the needs of its own students, there are general trends and ideas that characterize the student success efforts of all flagship community colleges. Basic to these fundamental strategies are guidelines set forth in two well-known documents: (1) the 1984 National Institute of Higher Education Report *Involvement in Learning: Realizing the Potential of American Higher Education*, and (2) the 1987 *Faculty Inventory: 7 Principles for Good Practice in Undergraduate Education*, published by Art Chickering and Zelda Gamson under the auspices of the American Association for Higher Education, the Education Commission of the States, and the Johnson Foundation. In the former, three "universal conditions of excellence" were identified:

1. Student involvement in the learning process;
2. High expectations by the institution;
3. Regular assessment and feedback for evaluative purposes.

In the latter, the "7 Principles" were as follows:

1. Encourage student-faculty contact.
2. Encourage cooperation among students.
3. Encourage active learning.
4. Give prompt feedback.
5. Emphasize time on task.
6. Communicate high expectations.
7. Respect diverse talents and ways of learning.

The suggestions below regarding student success incorporate the principles from these two sources, additional principles from other written sources, and the practices of outstanding community colleges across the nation — from the distinct perspective of student success as defined above.

#### Admission and Orientation Strategies for Student Success:

- Begin contact with students before they enter the college through outreach and articulation activities.
- Provide clear, supportive financial aid, admissions, and registration procedures.
- Provide basic skills assessment and resulting placement at appropriate levels.
- Provide a thorough college orientation

# Student Success Position Statement, *continued*

program, one which includes emphases on basic study skills and learning to learn.

- Gather data each semester on each student that will permit tracking and assessment of student success.
- Provide an advisement system that is available to the student from admission to eventual graduation or transfer.

Classroom Strategies for Student Success:

- Encourage student-faculty contact.
- Encourage cooperation among students.
- Encourage active learning.
- Give prompt feedback.
- Emphasize time on task.
- Communicate high expectations.
- Respect diverse talents and ways of learning.
- Make full use of advanced technology for both classroom teaching and classroom management.
- Relate subject matter to students' experiences and interests.
- Emphasize understanding rather than coverage of course material.
- Share with students the desired learning outcomes for the course.
- Incorporate reading, writing, speaking, and critical thinking activities — regardless of subject matter.
- Demonstrate the interconnectedness of the individual course with courses in other disciplines and with general education.
- Focus on formative assessment rather than summative testing.
- Use classroom research strategies to monitor and improve teaching and learning.
- Relate subject matter to current issues — local, national, international.

Curriculum Strategies for Student Success:

A community college curriculum designed to assure student success will include the following characteristics:

- a well-developed, extensive remedial program;
- a core curriculum of general education courses;
- core curriculum requirements for graduation;
- writing, reading, speaking, and critical thinking emphases in every course;
- entry and exit competencies for individual courses; complementary entry and exit competencies for courses taken sequentially;
- strong international anc multicultural components;
- an efficient, timely process for curriculum review and change.

Faculty Strategies for Student Success:

The best way to assure student success is to assure faculty success. Among the strategies whereby leading community colleges are assuring faculty success are the following:

- Hiring additional minority teachers to reflect the ethnic makeup of the student body and the community;
- Requiring demonstrated communications skills — reading, writing, speaking, and critical thinking — in all disciplines as a condition of hiring;
- Hiring only those strongly committed to student success;
- Reviewing closely in that regard the teaching applicant's portfolio — a portfolio including syllabi, tests, statement of teaching philosophy, etc. — as well as the applicant's *curriculum vitae;*
- Maintaining an appropriate ratio between full-time and part-time faculty members;
- Providing an effective orientation program for all new faculty members;
- Structuring the college reward system to encourage and recognize outstanding teaching.
- Establishing a thorough, multi-faceted faculty evaluation system for formative purposes;
- Providing incentives and multiple and varied opportunities for faculty growth and development in the subject matter and in pedagogy, including such topics as use of technology, classroom research, dealing with a multicultural classroom, and dealing effectively with different learning styles;
- Stressing "scholarship" and "research" in a way that links both pursuits closely to teaching and learning;
- Encouraging cross-disciplinary and team teaching.

College-wide Strategies for Student Success:

- Create and maintain a climate that encourages and rewards innovation, creativity, and risk-taking on the part of all.
- Foster a spirit of communication, coordination, and cooperation among all units of the college, but especially between student development and instruction in areas such as assessment, placement, advisement, and extra-curricular emphases.
- Develop a student tracking system that provides significant data for assessment and improvement. The system should provide data on career students, transfer students, and continuing education students.
- Work from a governance model in which all — including students — participate in determining directions and making decisions.
- Make sure that basic administrative matters such as organizational structure, planning processes, and budgetary allocation of resources — personnel, facilities, equipment — reflect the college's commitment to student success.
- Develop a purpose statement or statement of philosophy that is real, that is measurable, and that places student success in the center of the circle or at the top of the list of priorities.
- Maintain a strong mentoring and tutoring program for students.

The responsibility for tailoring these guidelines to a specific college and effectively implementing them rests with the leadership of the institution. In the process, any college serious about student success will discover additional essential strategies not mentioned here.

## Afterword: Beyond the Campus

Professional organizations like AACJC and its affiliate councils represented at the Student Success workshop can also play a vital role in the implementation of these strategies for student success:

- By highlighting successful activities in newsletters, periodicals, monographs, and other publications.
- By sponsoring forums, workshops, summer institutes, and teleconferences dealing with student success issues.
- By creating additional recognition and reward programs which highlight successful teaching and successful learning.

The National Council of Instructional Administrators, through such activities as its annual Exemplary Instructional Programs Awards and the 1990 Student Success Workshop, is already playing a prominent role. We pledge to redouble our efforts on behalf of student success; we invite the readers of this paper to join us.

# STUDENT SUCCESS ASSESSMENT SURVEY

## Administrators (including department chairpersons)

| Success Indicator | Response | | | | |
|---|---|---|---|---|---|
| | High Commitment | | Medium Commitment | | Low Commitment |
| 1. A well-developed, extensive remedial program | 5 | 4 | 3 | 2 | 1 |
| 2. A core curriculum of general education for both Associate of Arts and Associate of Applied Science Degrees | 5 | 4 | 3 | 2 | 1 |
| 3. Core curriculum requirements for graduation | 5 | 4 | 3 | 2 | 1 |
| 4. Writing, reading, speaking, and critical thinking emphasis in every course | 5 | 4 | 3 | 2 | 1 |
| 5. Entry and exit competencies for individual courses; complementary entry and exit competencies for courses taken sequentially | 5 | 4 | 3 | 2 | 1 |
| 6. Strong international and multicultural components throughout the curriculum | 5 | 4 | 3 | 2 | 1 |
| 7. An efficient, timely process for curriculum review and change | 5 | 4 | 3 | 2 | 1 |
| 8. Hiring additional minority teachers to reflect the ethnic makeup of the student body and the community | 5 | 4 | 3 | 2 | 1 |
| 9. Requiring demonstrated communications skills--reading, writing, speaking, and critical thinking--in all disciplines as a condition of hiring | 5 | 4 | 3 | 2 | 1 |
| 10. Hiring only those strongly committed to student success | 5 | 4 | 3 | 2 | 1 |
| 11. Reviewing closely in that regard the teaching applicants' portfolio--a portfolio including syllabi tests, teaching style, statement of teaching philosophy, etc. | 5 | 4 | 3 | 2 | 1 |
| 12. Maintaining an appropriate ratio between full-time and part time faculty members | 5 | 4 | 3 | 2 | 1 |
| 13. Providing an effective orientation program for all new faculty members | 5 | 4 | 3 | 2 | 1 |
| 14. Structuring the college reward system to encourage and recognize outstanding teaching | 5 | 4 | 3 | 2 | 1 |
| 15. Establishing a thorough, multi-faceted faculty evaluation system for formative purposes | 5 | 4 | 3 | 2 | 1 |

| | | High Commitment | | Medium Commitment | Low Commitment | |
|---|---|---|---|---|---|---|
| 16. | Providing incentive and multiple and varied opportunities for faculty growth and development in the subject matter and in pedagogy, including such topics as use of technology, classroom research, dealing with a multicultural classroom, and dealing effectively with different learning styles. | 5 | 4 | 3 | 2 | 1 |
| 17. | Stressing "scholarship" and "research" in a way that links both pursuits closely to teaching and learning | 5 | 4 | 3 | 2 | 1 |
| 18. | Encouraging cross-disciplinary and team teaching | 5 | 4 | 3 | 2 | 1 |

# STUDENT SUCCESS ASSESSMENT SURVEY

## Administrators

| Success Indicator | Response | | | | |
|---|---|---|---|---|---|
| | Always | Most of the Time | Sometimes | Almost Never | Never |
| 1. Create and maintain a climate that encourages and rewards innovation, creativity, and risk-taking on the part of all | 5 | 4 | 3 | 2 | 1 |
| 2. Foster a spirit of communication, coordination and cooperation among all units of the college, but especially between student development and instruction in areas such as assessment, placement, advisement, and extra-curricular emphases | 5 | | 3 | 2 | 1 |
| 3. Development of a student tracking system that provides significant data for assessment and improvement. The system should provide data on career students, transfer students, and continuing education students | 5 | 4 | 3 | 2 | 1 |
| 4. Work from a governance model in which all--including students--paraticipate in determining directions and making decisions | 5 | 4 | 3 | 2 | 1 |
| 5. Make sure that basic administrative matters such as organizational structure, planning processes, and budgetary allocations of resources--personnel, facilities, equipment--reflect the college's commitment to student success | 5 | 4 | 3 | 2 | 1 |
| 6. Maintain strong mentoring and tutoring programs for students | 5 | 4 | 3 | 2 | 1 |
| 7. Develop a purpose statement or statement of philosophy that is real, that is measurable, and that places student success in the center of the circle or at the top of the list of priorities | 5 | 4 | 3 | 2 | 1 |

# STUDENT SUCCESS ASSESSMENT SURVEY

## Faculty

| Success Indicator | Response | | | | |
|---|---|---|---|---|---|
| | Always | Most of the Time | Sometimes | Almost Never | Never |
| 1. Encourage student-faculty cc..tact | 5 | 4 | 3 | 2 | 1 |
| 2. Encourage cooperation among students | 5 | 4 | 3 | 2 | 1 |
| 3. Encourage active learning | 5 | 4 | 3 | 2 | 1 |
| 4. Give prompt feedback | 5 | 4 | 3 | 2 | 1 |
| 5. Emphasize time on task | 5 | 4 | 3 | 2 | 1 |
| 6. Communicate high expectations | 5 | 4 | 3 | 2 | 1 |
| 7. Accommodate diverse talents and ways of learning | 5 | 4 | 3 | 2 | 1 |
| 8. Make full use of advanced technology for both classroom teaching and classroom management | 5 | 4 | 3 | 2 | 1 |
| 9. Relate subject matter to student's experiences and interests | 5 | 4 | 3 | 2 | 1 |
| 10. Emphasize understanding rather than coverage of course material | 5 | 4 | 3 | 2 | 1 |
| 11. Share with students the desired learning outcomes for the course | 5 | 4 | 3 | 2 | 1 |
| 12. Incorporate reading, writing, speaking, and critical thinking activities, regardless of subject matter | 5 | 4 | 3 | 2 | 1 |
| 13. Demonstrate the interconnectedness of the individual course with courses in other disciplines and with general education | 5 | 4 | 3 | 2 | 1 |
| 14. Focus on formative assessment rather than summa ve testing | 5 | 4 | 3 | 2 | 1 |
| 15. Use classroom research strategies to monitor and improve teaching and learning | 5 | 4 | 3 | 2 | 1 |
| 16. Relate subject matter to current issues--local, national, international | 5 | 4 | 3 | 2 | 1 |

# STUDENT SUCCESS ASSESSMENT SURVEY

## Student Services
## Counselors
## Admissions & Records
## Financial Aid

| Success Indicator | Response | | | | |
|---|---|---|---|---|---|
| | Always | Most of the Time | Sometimes | Almost Never | Never |
| 1. Begin contact with students before they enter the college through outreach and articulation activities | 5 | 4 | 3 | 2 | 1 |
| 2. Provide clear, supportive financial aid, admissions, and registration procedures | 5 | 4 | 3 | 2 | 1 |
| 3. Provide comprehensive basic skills assessment and resulting placement at appropriate levels | 5 | 4 | 3 | 2 | 1 |
| 4. Provide a thorough college orientation program, one which includes emphases on basic skills and learning to learn | 5 | 4 | 3 | 2 | 1 |
| 5. Gather data each semester on each student that will permit tracking and assessment of student success | 5 | 4 | 3 | 2 | 1 |
| 6. Provide an advisement system that is available to the student from admissions to eventual graduation or transfer | 5 | 4 | 3 | 2 | 1 |